

Davidson's Learning Center Series:
PHONICS



THE DAVIDSON COMPANY CHARTER

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Our Guiding Principles:

- Quality is our first priority.
- Customers are the focus of all our efforts.
- Seeking a better way is essential to our success.
- Employee involvement is our way of life.
- Dealers and suppliers are our partners.
- Integrity cannot be compromised.

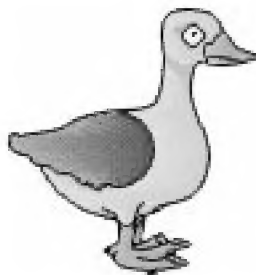
TABLE OF CONTENTS

WELCOME TO <i>DLCS: PHONICS</i>	1
Meet the Sound Busters	2
The Sound Busters' Playroom	3
<i>DLCS: Phonics</i> Menus	5
THE SOUND BUSTER GAME	6
Building a Word in the Sound Buster Game	10
THE WORD BUILDER TOOL	13
Building a Word	13
Building a Sentence	16
Making a Dictionary	17
TROUBLESHOOTING	19
Before You Call Technical Support	23
SOUND BUSTER WORD LIST	24
SOUND BUSTER RHYME LIST	27
SOUND BUSTER SONG LYRICS	31
<i>DLCS: PHONICS</i> TEAM	36

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WELCOME TO *DLCS: PHONICS*



The *DLCS: Phonics* sound busters (six really amazing creatures) are ready to welcome young children into a playful sound environment designed to help them learn to identify sounds, construct words, and make their own dictionary. The phonic skills children acquire through these activities will help them as they learn to read—both in identifying words and in decoding words they don't know by sight. *DLCS: Phonics*, through its Sound Buster Game and Word Builder tools, helps children become sound problem solvers, able to:

- ✓ listen carefully
- ✓ discriminate between sounds
- ✓ identify rhyme in verse or song
- ✓ identify types of sounds—vowels, consonants and blends
- ✓ put sounds together to make words
- ✓ spell words correctly
- ✓ build sentences from words

The delightful characters, music, animations, and sound effects make *DLCS: Phonics* a motivating reading experience for young children. Reading research has demonstrated that children learn to read through a complex process that involves many different auditory and visual skills. Reading involves identifying both whole words and parts of words. Reading is also a learning experience that requires *context*—the use of words in meaningful sentences, rhymes, and stories. *DLCS: Phonics* focuses on listening and sound skills but also involves children in visual word recognition and sentence building to put words in context. The result is a rich reading experience—one that helps children recognize words by sight or hearing, use sound to construct new words, and use those words in a context that has meaning for them.



Meet the Sound Busters

Miggles



Miggles comes to *DLCS: Phonics* from a very short, unsuccessful job singing and tap-dancing at a shopping mall. This little green buster is very shy but someday wants to be a performer. Miggles hopes that time in *DLCS: Phonics* will help him become a lot braver. He hopes you're listening!

Tweed



This is the first time Tweed has ever performed in front of an audience. He has spent the last two years working at a stamp-collecting shop and taking voice lessons at night. He's trying very hard to be cool and make people laugh. He wrote his rap himself!

Boogie



Boogie loves to sing and dance. She's a fast mover—sometimes too fast. When she hears music, she can't stand still. She lost her last job because she sang and danced faster than the band could play. They weren't impressed. She has a new rhyming rock song just for you.

Mumpher



Mumpher has left his horse and range-ridin' to start a singing career. He thinks his warblin' is pretty good, but he just can't get used to being out of the saddle. Even on stage, he's clumsy and has a very hard time keeping everything together. Forget what he drops and listen to his song—this cowboy loves his letters and sounds!

Riff



Riff doesn't sing much but he can play a cool guitar. His last gig was with a traveling animal show, and he's happy to have a chance to perform without barking dogs. He knows how to pluck those strings and help you make words and sentences.

Cosmo



This jazzy piano player is the leader of the sound buster gang. Most experienced in playing for old Laurel and Hardy silent movies, she's glad to be out of a dark theater and in a sound-filled playroom. When she plays, everyone listens. When she listens with you, sound problems get solved!

The Sound Busters' Playroom



Windows Version

The *DLCS: Phonics* sound busters are happy to welcome children to their playroom. The piano is playing and each buster has a special song to sing

under the spotlight. Click **Miggles**, **Tweed**, **Mumpher**, and **Boogie** on top of the piano and enjoy their very individual performances. **Cosmo** has a song to sing too. Each delightful song was written to highlight sound qualities of language and listening skills. Words to the songs appear at the bottom of the window so everyone can join in.

- ✓ Miggles sings about the importance of listening carefully.
- ✓ Tweed's rap takes the letter *D* and its sound to new levels.
- ✓ Mumpher's western warble reinforces the idea that letters make sounds and sounds make words.
- ✓ Boogie rocks out with a rhyming song children won't forget.
- ✓ Cosmo's jazzy "Give Me Five" reinforces the idea that words have rhythm.

The playroom is a wonderful place to explore. Click the other objects in the room and see what happens. Listen to the sounds they make.

The train, boat, parrot, drum, top, and more animate and make sounds and words. Don't forget Riff, the guitar player!



There are two doors in the playroom. One door leads to the Word Builder and the other to the Sound Buster Game.

Sound Buster Game



The Sound Buster Game door takes children to a sequence of playful phonics activities. Each activity builds on the next, so children are well supported as they begin to discriminate between sounds and construct their own words. The busters are with them every step of the way—singing, rhyming, and speaking sounds and words to help children become successful word builders. By the end of the game, children are creating their own dictionary pages.

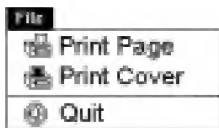
Word Builder

The Word Builder tool provides sound cards for children to build their own words, sentences, and dictionary pages. It provides a powerful tool for children to make their dictionary.



DLCS: Phonics Menus

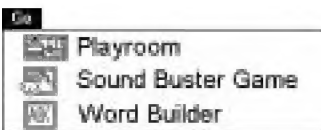
Throughout the program, pull-down menus are available for a variety of options. Items not active in a given location are greyed out.



Print Page – Prints the dictionary page on the screen

Print Cover – Prints the dictionary cover page on the screen

Quit – Exits *DLCS: Phonics*



Playroom – Takes you to the Sound Busters' playroom

Sound Buster Game – Starts the Sound Buster Game

Word Builder – Takes you to the Word Builder tool



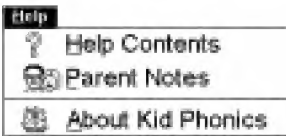
Hear – Speaks the key active text on the screen

Game Level 1 – Sets Sound Buster Game to Level 1

Game Level 2 – Sets Sound Buster Game to Level 2

Game Level 3 – Sets Sound Buster Game to Level 3

Windows Version

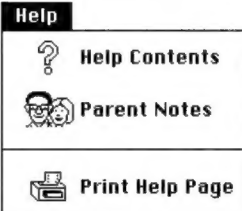


Help Contents – Displays a table of contents for program assistance

Parent Notes – Gives special tips for parents

About *DLCS: Phonics* – Information about *DLCS: Phonics'* development

Macintosh Version

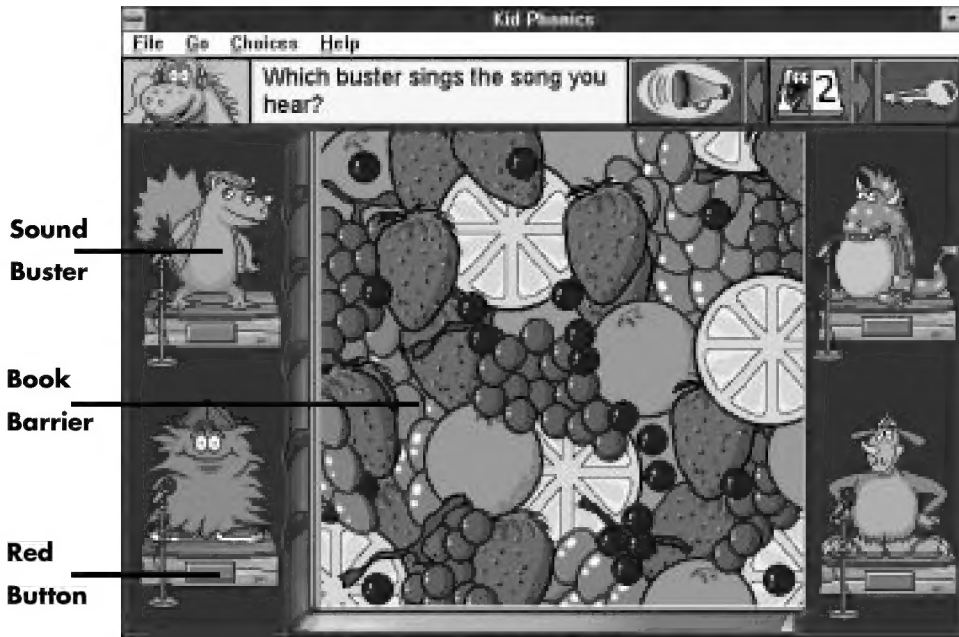


Help Contents – Displays a table of contents for program assistance

Parent Notes – Gives special tips for parents

Print Help Page – Prints a page from on-line Help
(About *DLCS: Phonics* is under the ⌘ menu.)

THE SOUND BUSTER GAME



Windows Version

Children learn to read more easily if they have developed a “sound awareness” that enables them to listen and discriminate between sounds. The more they hear rhymes through word play, poems, songs, and even tongue twisters, the more they are able to distinguish one sound from another. They are also able to group sounds together and identify word families. These skills are important in the reading process. In this first Sound Buster Game activity, children will listen to sound clues and solve problems that build their skills in sound awareness.



Cosmo

Hear the sound sample again.



Megaphone

Hear the problem again.



Book Arrows

Move to a different problem, uncovering a new book cover.



Key

Go back to the playroom.

Sound Busters

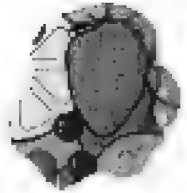
Listen to each sound buster to see which one answers the problem.

Red Button

Select this sound buster's answer as correct.

Book Barrier

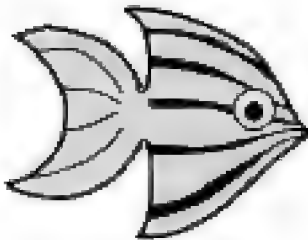
Erase this barrier by choosing the right sound buster. This will uncover the book.



In the Sound Buster Game, children can:

- Hear the sound problem spoken. For example, "Which buster makes the sound you hear?" (Click the megaphone to hear this again.)
- Hear the sound sample, which may be a word, a pair of words, a song, or an unfinished rhyme.
- Click each of the sound busters in turn to see which one has the right answer to the sound problem.
- Click the red button under the sound buster they have selected. If they are correct, part of the book barrier will be erased.
- Repeat this process (answering four questions) until they have erased the entire barrier and revealed the book cover underneath.

There are ten barriers, covering the ten different book covers. Children solve a specific kind of sound problem to break down each barrier.

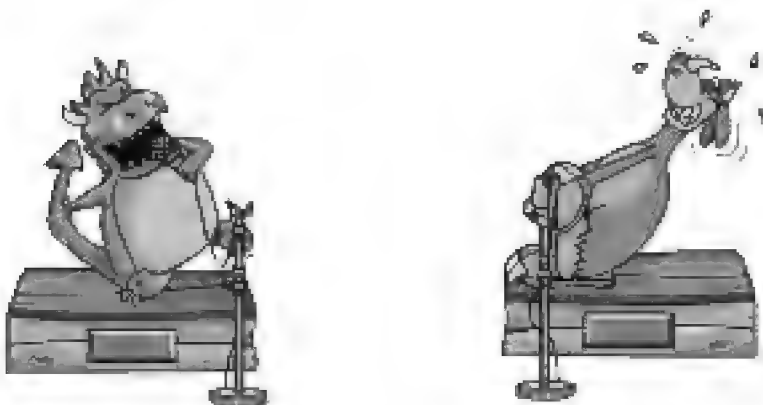


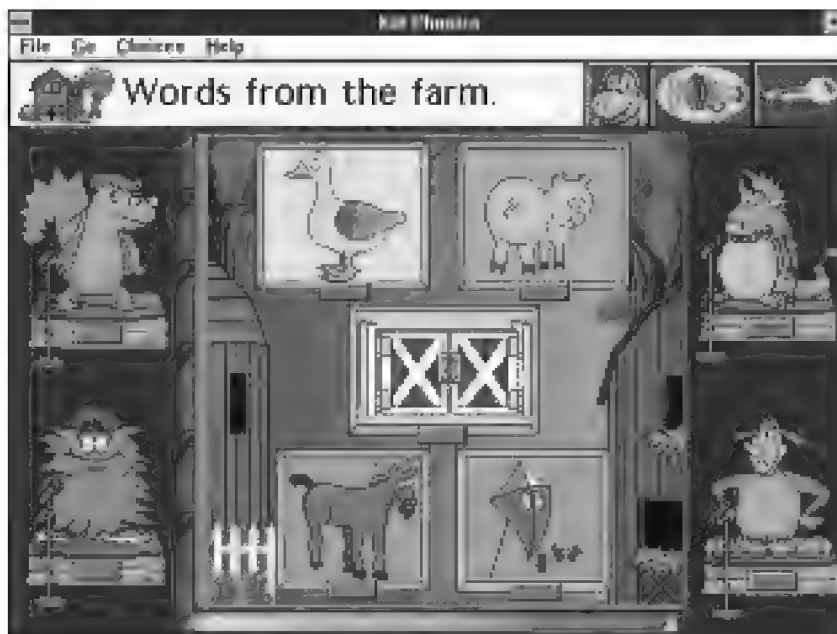
Sound Problems	Barriers	Book Covers
1. Which buster makes the sound you hear?	Umbrellas	Rain Forest
2. Which buster sings the song you hear?	Fruit	Farm
3. Which buster matches the beginning sound you hear?	Flowers	City
4. Which buster matches the ending sound you hear?	Balls	Toy Store
5. Which buster makes a different sound than the one you hear?	Balloons	Castle
6. Which buster rhymes with the sounds you hear?	Seashells	Ocean
7. Which buster doesn't rhyme with the sounds you hear?	Fish	Forest
8. Which buster says the word that will end the rhyme?	Stars	Space
9. Which buster sings the word that will end the song?	Candy	Amusement Park
10. Which buster sings a word that doesn't rhyme?	Ice Cream	Zoo



Macintosh Version

When the book cover is fully revealed, children will see five related objects. For example, on Level 1 they will see a kite, a pig, a goose, a goat, and a gate on the farm book cover. On Level 2, they will see an egg, a mouse, a horse, a sheep, and hay; on Level 3, a rooster, a barn, a tractor, a turkey, and a farmer. Encourage your child to do all three levels of the game. In all, 150 objects are presented!





Windows Version

When a book cover is fully revealed, children can:

- Click each object on the book cover to watch it move, listen to its sound, and hear its name.
- Click each of the four busters. Tweed, Boogie, Miggles, and Mumpher all have rhymes to share!
- Click the red button in an object's frame when they are ready to choose the object to take it to the Word Builder activity.
- Click Cosmo to go back to the Sound Buster Game.

Building a Word in the Sound Buster Game

In the Sound Buster Game, the six sound busters are ready to help children construct words for their dictionary. The way in which children build a word varies with the game level selected.

Game Level 1

On Level 1, the *beginning* of the word is supplied, and children select the sound buster who will complete the word.



Game Level 2

On Level 2, the *ending* of the word is supplied, and children select the sound buster who has the first part of the word.

Game Level 3

On Level 3, *no part* of the word is supplied, and children use sound cards to construct the word.



Macintosh Version

- Children listen to the part of the word supplied by clicking it or the megaphone button. They hear the word by clicking the picture.
- They listen to the buster or card sounds by selecting them one by one.

- When they know which buster or card (Level 3) makes the correct sound, children select its red button. If the answer is incorrect, nothing happens.
- If the answer is correct, children are ready to create their dictionary page by building a sentence and using the crayons. This final activity is the same whether children are playing the Sound Buster Game or using the Word Builder tool.

Book Cover



The Book Cover button takes children back to the book cover to select another object.

Crayons



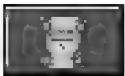
Children use crayons to color their object when their word is finished. The first set of crayons automatically appears. Click the crayon box on the toolbar to get a new set of colors.

Printer



When a word and sentence are complete, children select the Printer button to get a paper copy of their dictionary page.

Cover



Children select the Cover button to create a personalized cover for their dictionary.

Megaphone



Speaks the active word or part of the word.

Key



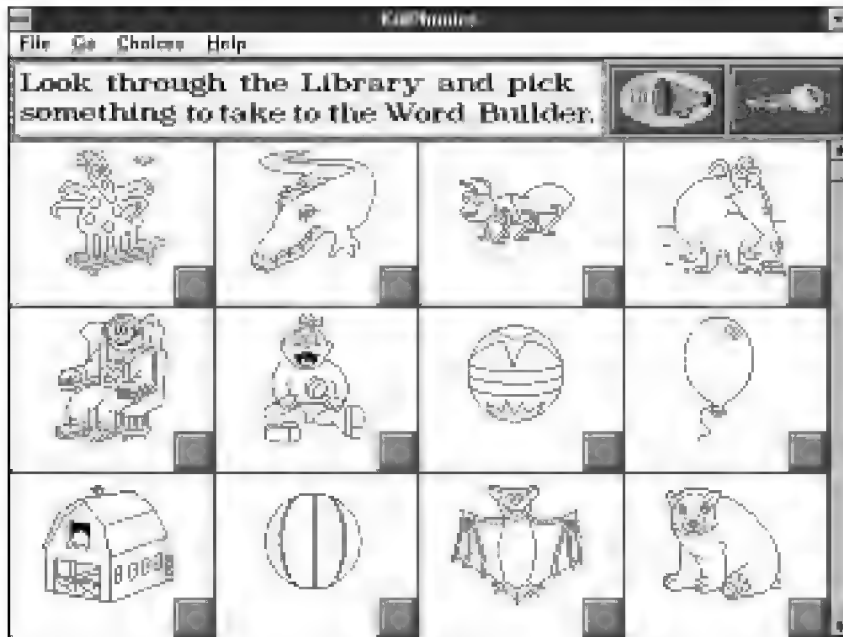
Returns children to the playroom.

THE WORD BUILDER TOOL

Building a Word

Instead of playing the Sound Buster Game, children can select the Word Builder from the playroom windows and use the sound card tools to construct words and make their dictionary pages. This option allows children to choose any word from over 200 words in the library to build for their dictionary.

The Picture Library



Windows Version

When children select Word Builder, they automatically go to the Word Library to explore and select a word to construct for their dictionary.

- Children can scroll up and down to find the object they want to use.
- Children can press any letter on the keyboard to see the words in the library that begin with that letter.

- When selected, each item in the library will say its name. Children explore and listen until they find an object they want to use to make a dictionary page. They select that object by clicking its red button.



When children select an object, they enter the Word Builder construction window (the same window found on Game Level 3). They can always use the library button on the toolbar to return to the library and select another word.



Macintosh Version

- The object appears in a picture frame. When children click the object or the megaphone button on the toolbar, the object will say its name.
- The word line sits waiting for the first word card. Children construct words left to right, so a question mark and square mark the place where the first card will appear.
- Sound cards border the construction area. Children click each card and hear its sound. They begin their construction process by clicking

the red button under the card that makes the first sound in the word. They continue adding cards until the word is complete.

- ♪ If the card is not correct, nothing will happen. If the card is correct, the first letter or letters will appear on the word line, and the question mark will mark the space for the next missing letter(s). Children can use the **Show Me** tool button if they are having difficulty finding the correct card. The Show Me feature illustrates the correct lineup of sound cards for a given word.



The sound cards are displayed in a particular order, and each has a special color. *DLCS: Phonics* helps children learn phonic sound patterns without relying on incorrect spelling or special sound markings above letters. As children use sound cards to construct words, they are both making decisions about sound and also spelling the word correctly. To help students look for a special type of sound, the cards are colored to reflect characteristics.

- ✓ Purple sound cards make a long vowel sound.
- ✓ Brown sound cards make one sound with two vowels or a double vowel.
- ✓ Blue sound cards make a short vowel sound.
- ✓ Green sound cards make a consonant sound.
- ✓ Yellow sound cards make a sound that combines two or more sounds to create a consonant or vowel blend.



Building a Sentence



Windows Version

Once children finish building a word, Riff appears to help them create a sentence for their word. Their word (a noun) will always appear in the second position. Click **Riff** and see what words he has on his scroll.

- ✓ Gold Riff has a scroll with words to begin the sentence.
- ✓ Red Riff has a scroll with action words (verbs).
- ✓ Green Riff has a scroll with words to end the sentence (objects and adverbs, etc.).

Children can hear any word in the scroll by selecting it so it appears on the sentence line. Select another word from the same scroll, and it takes the place of the word already there. Children can keep experimenting with words until the sentence is finished to their satisfaction.



Sentence Speaker

Click the Sentence Speaker to hear the words on the sentence line.



OK Button

Click OK when the sentence is complete.

Making a Dictionary

Children use the Sound Buster Game and Word Builder tools to construct words and create their own dictionary page by page. Once they've completed a word and its sentence, children are ready to make the final preparations to print a new page for their dictionary. If they made one page for each library object, their dictionary would be over 200 pages long. However, since children can make many sentences for each word, they will likely create several different pages for each word, and their dictionary will be much larger.



Windows Version

The Crayons



After children finish creating their word and sentence, the box of crayons is ready to use. The first set of colors automatically appears. Clicking the crayon box on the toolbar activates the second color set. Children can select a crayon and click a part of

the drawing to color that area. There are many active color-fill areas on each drawing that can be filled with a different color. The background can also be colored. Colors can be changed by selecting a new crayon and clicking in an area.

Printing a Page



Children can click the printer button on the toolbar or select **Print Page** from the File menu to print the page on the screen. They can choose to print it with their object colored whether they have a color or black-and-white printer. Sometimes children may choose not to color the picture and print only the outline drawing, to color it later away from the computer.

Print Cover

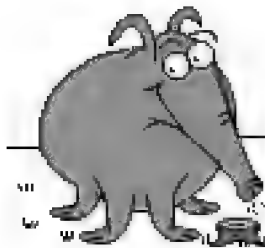


Children select the cover button on the toolbar or select **Print Cover** from the File menu to create a personalized cover.

Library



Children can select the library button to return to the Word Library and choose another word.



TROUBLESHOOTING

If you do not find the answer to your question here, there is additional troubleshooting help at the support web site for the programs in the Davidson's Learning Center Series: [http:// lcs.cendantsoft.com](http://lcs.cendantsoft.com)

Windows 95

If you have any difficulty running this program:

1. Restart your computer.
2. Shut down any program that started up after you restarted your computer. Turn off any virus scanning programs, screen savers and any application programs.
3. Make sure the screen resolution is at 640x480 (best) or 800x600. If you have 8MB of RAM, you should use 640x480 to conserve memory. Set the number of colors to be displayed to 256. To change the Windows 95 screen resolution and color settings: Select the **Start** button, then **Settings** and **Control Panel**. In the Control Panel double-click the **Display** icon. In the Display box choose the **Settings** tab. Choose **256 Color** and **640 by 480 pixels**. Then click the **Apply** button and follow any further instructions. Note: You may have to restart the computer.
4. If you are experiencing video-related problems, it may be due to your video display driver. Contact your computer vendor to make sure that the driver you are using is the most recent release.

If do not hear sound from the program while it is running:

1. Make sure the speakers are functioning properly. Check batteries or AC adapter and make sure the speaker is plugged into the correct port.
2. Check your volume control. (You can usually double-click the loudspeaker icon on your taskbar). Make sure all volumes are at least halfway up and that none are muted. Retry the program.
3. Try playing a sound file. Select the **Start** button, then **Settings** and **Control Panel**. In the Control Panel double-click the **Sounds** icon. In the Sounds control panel, go to the **Event** window and select an event that has a

speaker icon to the left of it. Under **Name:** you will see the name of a .wav file. Click the right arrow to the right of the **Preview** window. If you do not hear a sound your system is not playing .wav files. Make sure your sound card and sound card drivers are installed properly. Contact your PC or sound card manufacturer.

If you hear sound but it skips, do the following:

1. In Control Panel, double-click **System**. Click the **Performance** tab. Click the **File System...** button, and select the **CD-ROM** tab. Set the **Supplemental cache size:** to **Large**. Match the **Optimize access pattern for:** to your CD-ROM. Click the **Apply** button.
2. In Control Panel, double-click **Multimedia** and choose the **Advanced** tab. Click the plus (+) to the left of **Media Control Devices**. Double-click **Wave Audio Device** and then click **Settings...** . Increase the amount of buffering memory and click the **OK** button.

Note: You may want to re-adjust both settings for optimum performance.

Windows 3.1x

If you have any difficulty running the program:

1. Restart Windows.
2. Shut down any program that started up after you restarted Windows. Turn off any virus scanning programs, screen savers and any application programs.
3. Make sure the screen resolution is at 640x480 (best) or 800x600. If you have 8MB of RAM, you should use 640x480 to conserve memory. Set the number of colors to be displayed to 256. If your system has less than 8MB of RAM or you still are having problems with disruption of video, change the number of colors displayed to 16.

If do not hear sound from the program while it is running:

1. Make sure the speakers are functioning properly. Check batteries or AC adapter and make sure the speaker is plugged into the correct port.
2. Check your volume control. Turn up all volumes at least halfway and make sure that none are muted.
4. Try playing a sound file. In Windows Program Manager double-click the **Main** program group, then open **Control Panel** and **Sound**. In the Sound box put a check mark in the box for **Enable System Sounds**. Under **Files**: make sure a .wav file is selected and click the **Test** button. If you do not hear sound your system is not playing .wav files. Make sure your sound card and sound card drivers are installed properly. Contact your PC or sound card manufacturer.

If the program is running slowly:

1. Close all open applications before entering the program.
2. Make sure you are running Windows in enhanced mode.
3. Make sure you have at least 10MB of free space on your hard drive while running Windows. Scandisk and Defrag the hard drive regularly.
4. To enhance program speed, we recommend using SMARTDrive a disk-caching program provided with Windows and DOS 5.0 (and higher).

Macintosh Version

If you experience lockups or freezing:

1. Quit all other programs and disable any screen savers.
2. Use the Extension Manager (in Control Panels) to disable all non-essential extensions. If you are running an operating system older than System 7.5, create a new folder called "Extensions (disabled)" in your System Folder and move all non-essential extensions from the Extensions folder to the new folder. Essential extensions include Sound Manager, printer extensions, and the extensions for your CD-ROM drive. Restart the computer.
3. Check your Memory control panel for Modern Memory Manager. If you see this option, turn Modern Memory Manager off and restart the computer.

If you receive an error message or an "Out of memory" message while running the program:

1. Turn on Virtual Memory. This can be found in the Memory area of the Control Panels. After setting your Virtual Memory, remember to restart your computer.
2. Turn off any screen savers or other utilities.

Note: The application *At Ease* may cause various problems. If you experience problems running the program while *At Ease* is active, turn it off and try running *DLCS: Phonics* again.

Before You Call for Technical Support

If you are experiencing a problem with this product, please consult the Troubleshooting section in this manual before calling. If you call, please be at your computer with the computer running. Do not insert the CD-ROM until requested to do so. Please have the following information written down before you call:

Windows 95 and Windows 3.1x

1. The *product name* from the CD-ROM. Have the CD available, we may ask further questions about it.
2. The *type of processor* and *clock speed* (e.g., 486/66) of the computer.
3. The *name and model* of your computer.
4. The *brand name(s)* of your sound card and video card.
5. The amount of *free memory* (memory available to run the program) you have. In Windows 3.1x, go to **Program Manager** choose **Help** from the menu bar and then **About Program Manager**. In Windows 95, select the **Start** button, then **Settings** and **Control Panel**. From the menu bar in **Control Panel** choose **Help** and **About Windows 95**.
6. The amount of *free hard drive space*.
7. The complete and *exact error message* reported by the program (if any). If you see a **Details** button on the error box, click it and make sure you have this information available also.

Macintosh

1. The *product name* from the CD-ROM. Have the CD available, we may ask further questions about it.
2. The *model name* or *processor type* of your Mac.
3. The *system version #*. (Select **About This Computer** from the Apple menu.)

Technical Support Options

Phone — Our technical support number is (612) 884-7935, 9AM-5:30PM CST, Mon-Fri. Have the above information and a pen and paper handy when you call, and be in front of your computer if at all possible.

Email — support.value@cendantsoft.com

Internet — <http://lcs.cendantsoft.com>

Fax — Our Fax number is (612) 881-3882. Include your telephone number and as much detail as possible about your computer and the problem. (See the list above.)

Mail — Our address is Cendant Software Technical Support, 9801 DuPont Avenue South, Suite 465, Bloomington, MN 55431.

SOUND BUSTER WORD LIST

Level One

Rain Forest

snake
monkey
vine
bat
bee

Castle

fire
bell
owl
ghost
king

Amusement Park

cat
tram
candy
balloon
hot dog

Farm

kite
pig
goose
goat
gate

Ocean/Beach

fish
seal
diver
shark
crab

Zoo

yak
bird
wolf
bear
lion

City

bus
boy
car
dog
baby

Mountain/Forest

deer
snail
mole
moose
tree

Level Two

Rain Forest

parrot
beetle
ant
spider
flower

Toy Store

top
doll
drum
boat
yo-yo

Space

moon
sun
star
Earth
Mars

Farm

egg
mouse
horse
sheep
hay



City

taxi
light
girl
jet
truck

Sky and Space

cloud
alien
tornado
rocket
comet

Farm

rooster
barn
tractor
turkey
farmer

Toy Store

puzzle
train
clown
rattle
skates

Amusement Park

ball
goldfish
fireworks
popcorn
bubble

City

hydrant
umbrella
motorcycle
helicopter
flag

Castle

princess
elf
candle
dragon
queen

Zoo

clock
peanut
camel
turtle
pony

Toy Store

basketball
telephone
whistle
dinosaur
robot

Ocean/Beach

eel
otter
starfish
whale
clam

Level Three**Rain Forest**

grasshopper
anteater
butterfly
frog
gorilla

Castle

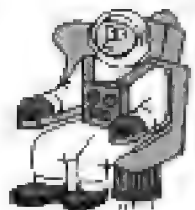
wizard
knight
sword
unicorn
torch

Mountain/Forest

hawk
raccoon
bug
worm
rabbit

Ocean/Beach

shell
bucket
dolphin
pelican
octopus



Mountain/Forest

rainbow
chipmunk
skunk
lizard
fox

Space

constellation
station
meteor
astronaut
lightning

Amusement Park

carousel
ice cream
coaster
puppet
money

Zoo

flamingo
zebra
elephant
alligator
caterpillar

**Additional
Library Words**

blouse
book
bottle
bridge
broom
circle
crayon
cube
desk
doctor
dollar
duck
giraffe
globe
glove
grape
hand
helmet
icicle
jacks
jewel
lamb
lamp
letter
mask

mermaid
milk
mouth
nest
nose
penny
photo
piano
pie
plate
purse
quail
quilt
raft
school
smoke
snow
sock
soil
swing
thumb
toast
trapeze
trophy
wrench
x-ray
zipper



SOUND BUSTER RHYME LIST

Rain Forest

Tweed

The vines are so lovely with millions of flowers,
I'd live here forever, if not for the showers!

Boogie

There's screeching and buzzing from morning till night,
The call of the wild—a musician's delight.

Miggles

Hundreds of bugs travel close to the ground.
If I were like them, I would never be found.

Mumpher

A playful monkey took my hat one day.
I told him he could keep it if he'd stay around and play.

Farm

Tweed

I love the smell of hay and the sound of a pig.
I only wish the spiders here weren't quite so big!

Boogie

I jive with the ducks and I jam with the bees.
The farm's a great place for a dude like me!

Miggles

Down by the pond, I ran into a goose.
He honked so loudly that my buttons came loose!

Mumpher

I carried a pail to the barn for some water.
It spilled on the floor and the cow just got hotter!

City

Tweed

The city's quite dirty; its walls are full of doodles.
But the food is delicious—I love to eat the noodles!

Boogie

I'm a mover and a shaker—the city is my home.
The taxis honk back as I shout out my poem!

Miggles

The traffic is terrific and the noise is
awfully loud.

The city's a great place to get lost in the
crowd.

Mumpher

While walking in the city and not looking
at my feet,
I fell into a manhole where the smell was
none too sweet!

Toy Store

Tweed

Jacks is my game; I love the red ball.
It bounces like crazy and rolls down the
hall.

Boogie

Give me a horn or a drum—rat-a-tat!
Toys that make noise—that's where it's at!

Miggles

I always choose toys I can cuddle in bed.
My favorite's a bear with a bow on its
head.

Mumpher

Once I got lost down a long toy store
aisle.
They found me in the ball bin at the
bottom of the pile.

Castle

Tweed

I love this old castle, it's a great place for a
bash.

There's a hall for dining and a moat for a
splash.

Boogie

The queen used to dance a sweet minuet,
Then I taught her how to boogie and she
hasn't stopped yet!

Miggles

I can hide in the castle—it's easy, you see:
When the old king is sleeping, I just take
his key!

Mumpher

I'm searching through the castle looking
for the king's crown.
First I go up all the stairs, and then I go
right down!

Ocean

Tweed

I don't go swimming when I'm down by
the shore.
I stay on my blanket and have a good
snore!

Boogie

I grab my surfboard and try to catch a wave.

The ocean is awesome, but Boogie is brave.

Miggles

I saw a little crab scooting right across the sand.

I thought he seemed quite nice until he pinched my little hand.

Mumpher

I lost my shovel; I buried my pail.

If no one can find them, I'll go for a sail.

Forest**Tweed**

I don't like camping, though the forest is fine.

It's the noises at night that send chills up my spine.

Boogie

At night by the campfire, I sing my best songs.

If you don't know the words, you can just hum along.

Miggles

The forest is a great place for climbing a tree.

On a limb in the air, I feel tall and free.

Mumpher

The long forest trails are made just for walking,

But I've learned that it's better to stop while you're talking!

Space**Tweed**

Galactic adventure is what I need—

A trip to the moon at rocket speed.

Boogie

How would it be to dance on the moon?

I'd like to be first—can you think of a tune?

Miggles

I focus on the stars and the planets so bright,

When I look at the sky through my telescope at night.

Mumpher

A comet came by here, just two years ago.

I did mean to watch it, but I slept through the show.

Amusement Park**Tweed**

The amusement park is a delightful place.

It's especially amusing when they paint my face.

Boogie

I love to ride the roller coasters with my friends.

I ride them up and down again and never get the bends.

Miggles

I really like the little car that I can drive alone.

I'd like it even better if it only had a phone.

Mumpher

I took my cotton candy on a twirly, whirly ride.

It whipped around so fast, the cotton stuck to my hide!

Zoo**Tweed**

The giraffe is the coolest fellow in the zoo.

He stretches out his neck when he looks at you.

Boogie

If I could only roar like the lions roar,

I'd turn up my amp and send my vibes through the floor.

Miggles

If I could choose an animal to take home for a pet,

I would take a penguin, so quiet and so wet!

Mumpher

I stayed too long at the zoo, they said;

As long as I am here, the camel will not go to bed!



SOUND BUSTER SONG LYRICS

LETTERS MAKE SOUNDS

(Mumpher)

Words and music by Dave Kinnoin

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I love the "s" in "sunrise,"
I love the "ch" in "chow."
I love the "p" in "pony,"
I'm ridin' right now.
(Giddyup!)
I love the "m" in "mountains,"
The "b" in "buffalo herds."
Letters make sounds,
And sounds make words.

I love the "g" in "giggle,"
I love the "sp" in "spit."
I love the "t" in "tough guy,"
Too stubborn to quit.
(I don't stop till I'm good 'n ready.)
I love the "w" in "westwind,"
The "h" in "high-flyin' birds."
Letters make sounds,
And sounds make words.

A, b, c, d, e, f, g, h, i, j, k, l,
M, n, o, p, q, r, s, t, u, v, w, x, y, z.
Letters, sounds, and words are fun for me.

I love the "y" in "yippee,"
The "c" in "cottage cheese curds."
Letters make sounds,
And sounds make words.
Letters make sounds,
And sounds make words.

Listen to this song on
Track 2 of your CD.



RHYME-A-ROOEY

(Boogie)

Words and music by Dave Kinnoin

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My heart is thumpin'-pumpin',
I have my favorite thing.
(That's fun with sounds!)
It makes my dobbie wobble,
It makes me want to sing.
Yeah!
It makes my divver shiver,
It knocks the shakes off the shelf.
It winds me up so tight-right,
I just can't help myself.
Gotta have that

Frog slime, goat grime, fun time,
Rhyme-A-Rooey.
Grass huts, peanuts, worm guts,
Good 'n gooey.
Hen coop, big scoop, green goop,
Pretty puey.
Frog slime, goat grime, fun time,
Rhyme-A-Rooey.

It drives me crazy,
It takes me to the top.
Oopsy-doopsy daisy,
I'm flippin' out, and I can't stop!
Yeah!

Heeple, deeple, steeple, people,
Ripple, tippie, yippie, wipple,
Unkie, bunky, spunky, monkey,
Arfle, garfle, snarfle, barfle,
Ooey, suey, looey, dooey, ya-ha-hooey!

(repeat chorus two times)



RAP-SO-D

(Tweed)

Words and music by Dave Kinnoin

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I don't have a lot of patience for mindless chatter.
I prefer to set my focus on things that matter,
Like the joy of every verbal possibility.
I request your rapt attention to my Rap-So-D.

Rap-So-D is delicious, Rap-So-D is divine.
Rap-So-D is what I name it, and I claim it as mine.
Rap-So-D is delightful, Rap-So-D is D-best.
Rap-So-D is how I wing it as I sing it with zest.

Dee, dee, dee, dee, deedle, didle, doodle, doo,
Deedle, didle, doodle, didle, dee,
(Rap-So-D, yeah!)
Deedle, didle, doodle, didle, deedle, didle, doodle, didle,
Deedle, didle, doodle, di-dee.
(Rap-So-D, yo!)
Deedle, deedle, didle, doodle, doo,
I will have a bit of fun with you.
Dee, dee, dee, dee, dee, dee, dee, dee, dee!

Listen to this song on
Track 4 of your CD.



Well, I said it was delicious—now you've had a spoonful
Of my passionate devotion to what's fresh and tuneful.
"D" is only one of twenty-six from which to choose
In an alphabet of starters for the words we use.

Rap-So-D is descriptive, Rap-So-D is deluxe.
Rap-So-D is how I'm betting you are getting your yuks.
Rap-So-D is distinguished, Rap-So-D is D-champ.
Rap-So-D may surely be your chance to see if you can vamp.
(That means "improvise," Bro!)
(Yo!)

(repeat rhapsody section: Dee, dee, dee...)

ARE YOU LISTENING?

(Miggles)

Words and music by Dave Kinnoin

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I hear a hen on the hay,
Are you listening?
Big beagles bark by the bay,
Are you listening?
One thousand cows and some sows sing for miles.
Farmer Fran fixes the fence as she smiles.

Words wander here, wander there,
Are you listening?
Words wiggle loose—wonder where?
Are you listening?
My cousin was in a buzzy old tree.
Now his hand hurts because he bumped a bee.
Ouch!

I know a silly bull,
Wild, wooly Willy Bull
Slurps iced tea—will he spill?
Silly bull Willy will.

As I sit picnicking here,
Are you listening?
Pleased-as-punch ants all appear,
Are you listening?
On my knee tiny dots dine on a scrap,
Eagerly eyeing the lunch on my lap.

Are you listening?
Are you listening?
Are you listening?



GIVE ME FIVE

(Cosmo)

Words and music by Dave Kinnoin

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I like to be happy,
I like to have fun.
Hey, now, doesn't everyone?
If you can feel this beat,
Jump into the jive.
Be happy and give me five.

One, two, a-three, four, five,
Isn't the groove hip?
Three plus a-two—that's my trip.
When other beats blow by,
This one will survive.
Be happy and give me five.

Everyone's life has a rhythm,
Wake up and feel you're alive.
A really cool, funky meter
Sure helps to make my life sweeter.
Be happy and give me five.

Some words will have one beat,
Others will have more.
Listen as we learn the score.
As we are all waiting
For words to arrive,
Be happy and give me five.
Be happy and give me five.

All of us have heard beats.
Syllables are word beats.
Be happy and give me five.
Be careful—keep counting
As meters are mounting.
Be happy and give me five.

Listen to this song on
Track 6 of your CD.



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Callisto

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